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ABSTRACT

This report describes the formative evaluation of the first three rough-cut instructional television programs for "On the Level," a series of 12 lessons dealing with personal and social growth for secondary school students. Results discussed are based on viewing three programs in a total of 36 classrooms at sites in Maryland, Tennessee, and Illinois; (1) Dealing with Conflict: "Face to Face"; (2) Accepting Feelings: "Behind the Scenes"; and (3) Developing Self-Concept: "Who Am I?" Following a description of the overall sample, data collection measures, data analysis, and field research procedures, results are reported for each program, including a summary, description of the overall sample results, and results of a teacher questionnaire and a student questionnaire, observation of students' reactions during viewing, and an analysis of the follow-up discussion, including a profile and a narrative summary. The responses of 20 teachers to the teachers' guide questionnaire are presented. Appendices contain teacher and student questionnaire data and the student questionnaire for each of the three programs. (LMM)

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ON THE LEVEL is a project for secondary school students dealing with personal and social growth and includes twelve television/film lessons, twelve audio lessons and related print materials. Developed and produced under the supervision of AIT, the project was funded by a consortium of state and provincial education and television agencies, with additional support from The Corporation for Public Broadcasting, Exxon Education Foundation, The George Gund Foundation, and General Mills Foundation.

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Research Report 71

ON THE LEVEL
Formative Evaluation:
Conflict/Feelings/Self-Concept

April 1980

Agency for Instructional
Television
Box A
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INTRODUCTION

Formative evaluation has been integral to the development of the secondary health series, ON THE LEVEL. Our procedure has been to evaluate the programs at each stage in their development. We elicit reactions from both teachers and students for treatments, then scripts, and finally the rough-cut programs. The evaluation is formative in nature, primarily designed to provide feedback to the writers and producers. Specifically, we are interested in the appeal and comprehension of each program, as well as an analysis of the content, type, and process of the discussion which follows the reading or viewing of a program. The areas we explore are as follows:

- Appeal: Do the students like the program?
- Comprehension of Storyline: Do the students understand the intent and circumstances of particular scenes which may be misinterpreted?
- Identification: Do the students identify with the characters in the program?
- Realism: Is the storyline (what happens to the characters) accepted as real by the audience?
- Perceptions of Characters: How do the students perceive the main characters in the program?
- Physical Health Implications: Do the students recognize the physical health implications of the program?

This report describes the formative evaluation conducted for the first three rough-cut programs of ON THE LEVEL. These programs are (1)

Dealing With Conflict: "Face to Face;" (2) Accepting Feelings: "Behind the Scenes;" and (3) Developing Self-Concept: "Who Am I?"

OVERALL SAMPLE

Formative evaluation of the first 3 rough-cut programs was conducted in three sites--Baltimore, Maryland; the Carbondale area in Southern Illinois; and Memphis, Tennessee. A total of 36 classrooms participated in the evaluation, 12 classrooms for each of the three programs. There was a total of 18 classrooms in Maryland, 12 classrooms in Illinois, and 6 classrooms in Tennessee. Out of a total of 789 students, there was approximately an even number of males and females distributed approximately evenly among 10th, 11th, and 12th grade. The total sample was 57% white and 43% minority. The Illinois sample was 100% white, whereas in Maryland and Tennessee the sample was 60% minority and 40% white.

According to teachers, students ranged in ability level from above average (approximately 30%) to average ability (approximately 40%) to below average (approximately 30%), giving us a good cross section of students. According to teachers, the socioeconomic status of the students ranged from lower-class (approximately 20%) to lower-middle-class (approximately 30%) to middle-class (approximately 45%) to upper-middle-class (5%).

DATA COLLECTION MEASURES

Five different data collection measures were used in this study: Teacher Program Questionnaire, Teacher Guide Questionnaire, Student Questionnaire, Discussion Profile, and Discussion Narrative.

The Teacher Questionnaire was designed to determine how much the teachers liked the program and the degree to which they thought the intended outcomes were evident in the program. Also, the teachers were asked for their perceptions of how much they thought their students liked

the program and how well they thought their students understood the program.

The Teacher Guide Questionnaire was designed to assess the effectiveness of the teacher/leaders' guide for facilitating discussion.

The Student Questionnaire was designed to assess the programs' appeal to the students and the students' comprehension of and identification with the program (as described in the introduction section above).

The last two instruments, the Discussion Profile and the Discussion Narrative, simultaneously assessed the type, process, and content of the teacher-led discussion which followed the viewing of the program. The Discussion Profile was designed to assess the type and process of the discussion and classroom interaction which occurred following viewing. The Discussion Narrative was designed to record the actual content of the discussion.

For the Discussion Profile we were interested in six dimensions of the postviewing teacher-led discussions for both students and teachers:

Discussion Profile

(1) PROGRAM

Student — In discussion students make reference to the program storyline exclusively, including events, characters and mood.

Teacher — Teachers direct questions (or comments) toward the storyline exclusively, including events, characters and mood.

(2) SELF

Student — Students talk about themselves and their experiences. They make statements that reveal their own feelings, values, beliefs, and experiences.

Teacher — Teachers direct questions (or comments) toward the students' feelings, values, beliefs, and experiences. (Also included in this category are teacher comments about him/herself).

(3) OTHERS

Student — Students talk about the feelings, values, beliefs, and experiences of others.

Teacher — Teacher elicits statements from students about the feelings, values, beliefs, and experiences of others. (Also included are teacher comments about others.)

(4) MESSAGES

Student — Students make statements about abstract principles/ messages concerning the program concept(s).

Teacher — Teacher directs questions or comments about the abstract principles/messages of the program (or states the messages him/herself).

(5) ALTERNATIVES

Student — Students consider alternatives which relate to program events or program concepts. This includes alternative ways of thinking, feeling, and behaving.

Teacher — Teachers direct questions or comments about alternatives which relate to program events or program concepts (or present alternatives themselves).

(6) PHYSICAL HEALTH

Student — Students discuss physical health issues.

Teacher — Teachers direct questions about physical health issues, or make physical health comments themselves.

The observer scored the category that was the focus of each 30 second period. If two categories were equally discussed, both were scored. The Physical Health category was a separate category, consisting of an actual count of the number of physical health statements (0 to 3) in a thirty second period. The teachers and the students were scored separately.

At the same time as one observer coded the discussion on the Discussion Profile, another observer was recording minute by minute, as closely as possible, the content of the discussion. Thus, the Discussion Profile and Discussion Narrative could be used to verify each other.

DATA ANALYSIS

When the student and teacher questionnaires and the Classroom Discussion Profile data were complete for all programs and classrooms, they were edited, key-punched, and analyzed. For the student questionnaires, frequencies of responses were tabulated for each item. Comparisons (crosstabulations) were them made between questionnaires based on site, sex, and grade. On the comparisons Chi Square was computed to assess the statistical relationships. Comparisons were also made between classes which had completed questionnaires before a discussion and classes which had completed them after a discussion. For the teacher questionnaires, frequencies of responses were tabulated for each item and comparisons were made between questionnaires based on site and grade level taught by the teacher, again utilizing Chi Square to test the relationship. For the teacher guide questionnaires, frequencies of responses were tabulated for each item, but no comparisons were made since the number of teachers was too small to make such comparisons reliable. The only differences which are mentioned in this report are those which were statistically significant at the .05 level, based on the Chi Square test, and seem educationally meaningful.

A specially designed computer program was used to generate graphic representations of the Discussion Profile. For five of the six content categories in the observation system, regression lines, showing the changes in the discussion over time, were calculated.[1] In addition, a Physical

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[1]For each of the three programs, analysis of the Discussion Profile continued up until approximately half of the discussions had ceased. Given the limited number of classes contributing to the Discussion Profile, the data became unstable with fewer than four classrooms.

Health Index was formed by combining the physical health count (0-3) for each thirty second period and for both students and teachers, and then computing an average. The written Discussion Narratives were summarized for each classroom discussion and then combined to form a concise two to three page summary for each program.

FIELD RESEARCH PROCEDURES

The evaluation procedures varied by classrooms within sites and between sites. All classrooms viewed one program. Following viewing, some classrooms immediately filled out a questionnaire. In other classrooms we were more interested in observing the teacher-led discussion following viewing, and only administered the questionnaire after the discussion if time permitted. In a few classrooms an evaluator conducted the discussion following viewing, eliciting detailed responses to the questionnaire and following-up on particular areas of concern. A design of the overall evaluation plan is presented below:

Evaluation Design
(Number of Classes)

	Maryland	Illinois	Tennessee	TOTAL
Questionnaire Only	3	2	6	11
Discussion Only	6	6		12
Discussion & Questionnaire	9	4		13
TOTAL	18	12	6	36

Teacher Program Questionnaires and Teacher Guide Questionnaires were administered to all teachers in Maryland and Illinois.

In Maryland there were two AIT evaluators present in each classroom. In addition, one Baltimore City Schools staff member, a consultant for the Health Series, and the AIT Eastern Representative assisted with the Discussion Narrative measure.

In Illinois two AIT evaluators were present in each classroom. In Tennessee a staff member of Memphis Public TV Conducted the evaluation, which consisted of administering the questionnaires only.

PROGRAM 1:

DEALING WITH CONFLICT - "Face to Face"

PROGRAM OUTCOMES

Knowledge: Viewers should understand that:

Outcome 1. Conflict can be destructive if it disrupts effective living, sets you in opposition to people who care for you, or generally leads to continued antagonism and/or alienation.

Outcome 2. There are alternative ways to respond to conflict and its consequences.

Physical Implications: Suppressed anger often results in self-destructive mechanisms such as poor diet, nail biting and exhaustion.

SUMMARY

A total of 12 classrooms viewed Dealing With Conflict. An analysis of the various teacher and student instruments reveals that teachers and students liked and understood the program, thought the story and issues were relevant to teenagers, and were able to comfortably discuss the issues of the program. The stated physical health implications and Outcome #1 were apparent to teachers and students, but Outcome #2 was not as clearly evident to the teachers. The students were very attentive while viewing the program and seemed to increasingly emphathize with Alice's situation. In the discussion the teachers focused on the events and characters of the program, and tried to elicit message and self-directed statements from the students. The students did not immediately respond to message questions, however, and tended to stop talking in a very personalized way after the first few minutes of discussion.

Nevertheless, discussions were often lively, with students focusing on events in the program and alternatives to behavior and plot. Overall, the data indicate that Dealing With Conflict was a successful program in terms of the stated objectives.

OVERALL SAMPLE

A total of 12 classrooms viewed Dealing With Conflict: 6 classes in Maryland, 4 classes in Illinois, 2 classes in Tennessee. We observed a total of 7 teacher-led discussions following viewing, and two of these classes filled out a questionnaire following a discussion. A total of 4 classes did not participate in a discussion but completed only the questionnaire. And in one classroom an AIT evaluator conducted the discussion prior to administering student questionnaires.

TEACHER QUESTIONNAIRE

Overall, ten teachers responded to the teacher questionnaire on Dealing With Conflict. Of these, 3 (30%) taught 10th grade, 2 (20%) taught 11th grade, and 5 (50%) taught 12th grade.

Most of these teachers (80%) rated Outcome #1 (see outcomes above) as very evident. However, there was more disagreement about Outcome #2. Three teachers (30%) rated this as very evident, three teachers (30%) rated it as evident, but not emphasized, three teachers (30%) rated it as only slightly evident, and one teacher (10%) rated it as not evident at all. Even though 60% rated it as evident or very evident, there was a substantial number (40%) who felt this outcome was not clearly evident in the program.

According to the above results, the teachers did not feel that the program presented alternative ways to respond to conflict. However, this did not seem to affect their overall reaction to the program. In fact,

alternative ways of responding to conflict was a primary focus of the discussions. This is in part due to guidance from the Teacher's Guide. In addition, we would like to note that "alternatives" is the primary focus of the audio program of dealing with conflict. Thus the video program used in conjunction with the audio program would be an excellent combination for meeting intended program outcomes.

All teachers liked the program. In fact, 80% indicated they liked it very much. Most of the teachers (70%) rated the program as very appealing to students. All thought the story was very relevant to their students. Most (90%) found the issues in the story very relevant to their students.

All teachers believed that their students understood the program and were willing to participate in the discussion. While most of the teachers (70%) thought the issues in the program were easy to discuss, all the teachers thought the program made it easier to discuss the issues. Finally, the majority said they had dealt with this topic occasionally during the school year. Two teachers said they dealt with this topic rarely. A detailed breakdown of teacher responses to each item in the questionnaire is presented in Appendix A.

STUDENT QUESTIONNAIRE

A total of 206 students completed questionnaires. Of these, there were twice as many females (67%) as males (33%); 22% were in 10th grade; 44% were in 11th grade; and 34% were in 12th grade; 60% were white, 40% were minority students. According to teachers the majority of students were of average ability level (approximately 50%), with approximately equal numbers above average (25%) and below average (25%). According to teachers, the socioeconomic status of the respondents was predominantly middle-class

(approximately 50%), with approximately equal numbers of students in lower-middle-class (25%) and lower-class (25%). The majority of students lived in a large city (70%); the rest of the students lived in a town (30%). Half the sample responded to the questionnaire before a discussion (or without a discussion) and the other half responded to the questionnaire following a discussion.

Student Questionnaire Results

The majority of students responded they either liked the program or liked it very much (97%). The majority of students identified with the teenagers and the situations in the program. More females than males responded that "what happens to Alice is similar to what happens to me," whereas males exceeded females in responding that it happens to "people I've heard about." Thus the conflict situation presented in the program seems to happen more often to females than males, although males do seem to be aware that it happens to females. We recommend that teachers focus some of the discussion on generalizing the program conflict to other situations.

The students perceived Alice as insecure, likable, believable, agreeable, consistent and fair. They perceived Gail as confident, not likable, unbelievable, pushy and unfair. (As a character, Gail became more believable after discussion. This indicates the importance of discussing both sides of the conflict situation, realizing both Alice and Gail are at fault.) The students perceived Jerry as likable, believable, agreeable, and understanding.

The majority of students correctly noted that when Alice holds back her feelings she bites her nails, suffers from exhaustion and has poor eating habits. (More students recognized that Alice bites her nails after

they participated in a discussion.) The majority of students correctly responded that Alice chose to do Gail's work because she was afraid to confront Gail and stand up for herself. (More students realized this after the discussion.) The majority of students believed that "at the end" Alice will confront Gail.

The two most important things the majority of students learned from this program are:

(1) If you feel you are in conflict with someone the best thing to do is face the conflict by confronting the person (85%) [unintended outcome];

(2) Conflict can disrupt your life and your relationships with other people (57%).

Forty percent of the students also learned:

(3) There are many ways to deal with conflict depending on the person and the situation.

The above results indicate that the program emphasizes one way of dealing with conflict--confront the person--to the detriment of the intended outcome: There are many ways to deal with conflict situations. However, it should be noted that, due to guidance from the teacher's guide, students discuss alternative ways of dealing with conflict in the post-viewing discussions and they are more likely to recognize this outcome on the questionnaire following a discussion. Teachers should be aware that other modes of dealing with conflict should be part of the discussion. In addition, as mentioned previously, the audio program of dealing with conflict emphasizes the alternatives and makes an excellent supplement to the video program.

Finally, the majority of students responded that the issues presented in the program were "important" to them.

A detailed report of the students' responses to each question on the questionnaire is presented in Appendix A.

STUDENTS' REACTIONS DURING VIEWING

In general, the students were extremely attentive throughout the program. In Maryland they often talked among themselves, especially at each point of conflict in Alice's situation. Students' involvement and discussion became strongest in the "deadline scene" with Mr. Carpenter and the cafeteria scene. One class was quite disappointed in the "open-ended" ending: "what happened to the rest of it?" and "when is the rest of it going to be on TV?" In Illinois, the atmosphere during viewing was serious. We got the impression that the students empathized with Alice and were increasingly feeling her anger.

DISCUSSION ANALYSIS

Seven classes participated in follow-up discussions of the program on dealing with conflict. Four classes were in Maryland and three in Illinois. Discussions ranged from 5-28 minutes with the average length 19 minutes.

Discussion Profile

The students initially focused on the PROGRAM as the discussion topic and stayed with program-oriented material at a fairly high rate throughout the discussion. Teachers also spent most of the discussion dealing with the characters and events in the PROGRAM. Some teachers asked about the MESSAGE early in the discussion but the students didn't immediately respond. Teachers also increasingly tried to elicit SELF-directed statements but after the first few minutes students tended to stop talking in a very personalized way. Students stressed the ALTERNATIVES in behavior and plot that are elicited by this program.

Next to the program itself, most of the student discussion focused on alternatives. This suggests that they were engaged and frustrated by the program and characters and wanted the characters to act in other ways. While they may have identified strongly with the events in the program and recognized them as quite real, the students did not discuss their own lives even though the teachers tried to elicit such student discussion. We recommend that more self-directed questions be included in the teacher's guide to facilitate more discussion of how conflict relates to the students' own lives.

A graph representing the discussion profile of the teachers and the students across all the classes is presented on pages 17 and 18.

This program had a total PHYSICAL HEALTH INDEX of 42, and thus an average of 6 physical health related comments for each discussion. Most of the physical health related discussion took place between the third and seventh minutes of the discussion. During this period students tended to fall into the PROGRAM and ALTERNATIVES categories, and teachers were scored as PROGRAM and MESSAGES. The teachers were picking up on the physical health implications designed into the program, and the students were responding with program related responses.

Discussion Narrative Summary

While each discussion was unique, when reviewing the content of all discussions several topics and emphases consistently appear in many of the groups. The following statements will summarize these trends:

- In five of the seven groups opening discussion focused on teachers asking students to identify the conflicts appearing in the program.
  - Students easily identified the conflicts in the program and suggested they were a result of Alice not wanting anyone mad at her and being unable to stand up for herself.

- Students were asked how they might handle Alice's situation. Did Alice have any alternatives?

  - Students had various responses. Some said they would not do it, others said they would help but only up to a point so that they could study for the test. They suggested Alice had the same options but because she's a "pushover" she could not deal with Gail this way. Some students did admit that they would've said yes - as this happens "all the time."

- Five teachers asked students questions concerning how conflict had a physical affect upon Alice.

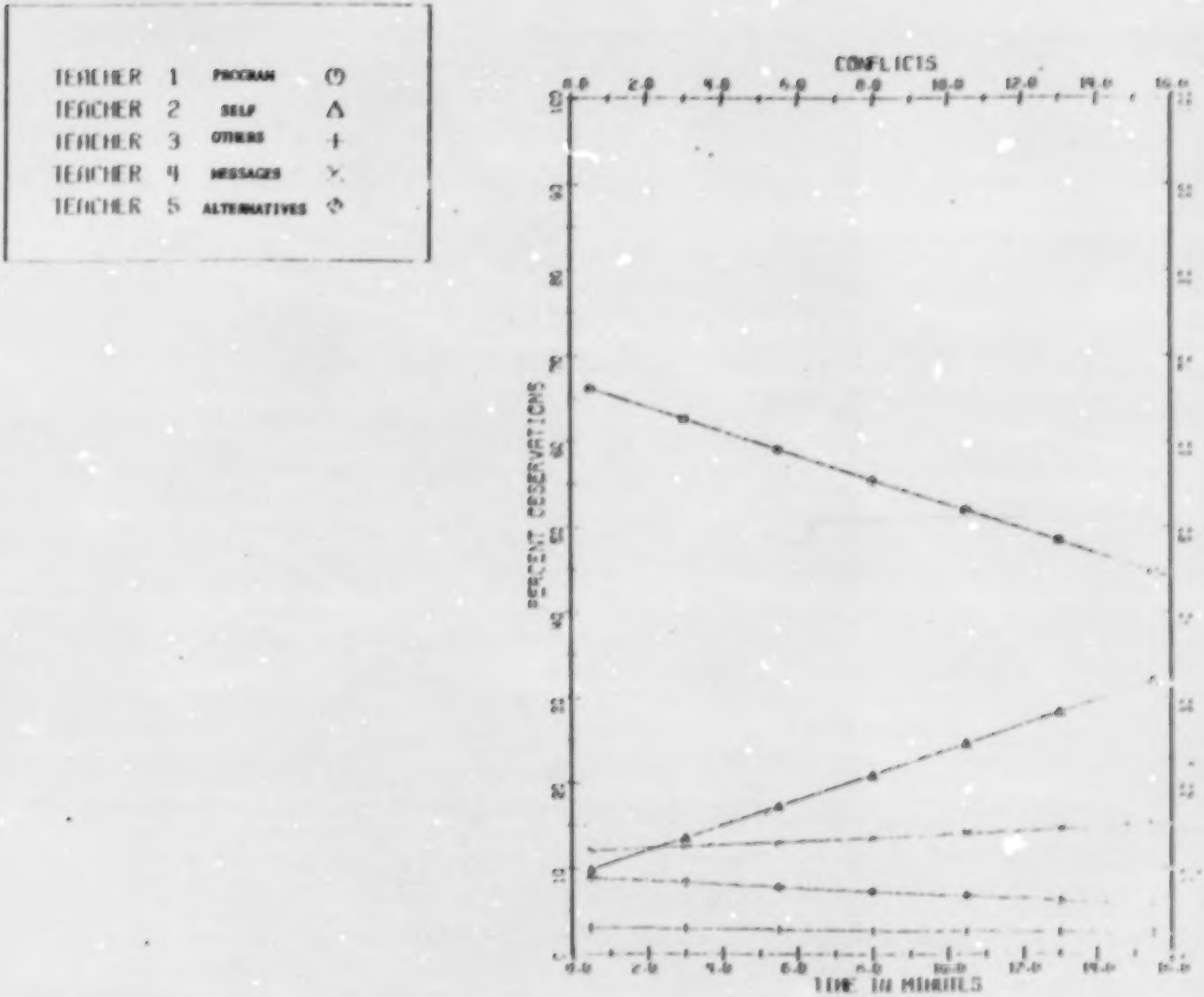
  - Students identified Alice's "irritableness," being "tense," "biting her nails" and "not eating." One class suggested ulcers also might occur if someone did not deal with conflict.

- A great deal of time was spent discussing the interactions between Alice and Gail, about the personalities of each of these characters, and discussing who was primarily at fault for the conflicts that they experienced.

  - Students reacted strongly to the relationship between Alice and Gail. It was very clear that they knew people like Gail and Alice. In general, students were very critical of Gail, feeling she used Alice and was unfair. Of interest in one class, was that the males were not as antagonistic towards Gail and thought the females in the class were quick to blame Gail for the problems in the program. They also realized that Alice contributed to it also. They often wished Alice had acted differently and often expressed frustration about her inability to stand up for herself. Students were not optimistic about the possibility of Alice changing. While they wanted her to confront Gail at the end, many believed Alice would get "walked on" again and certainly Gail would continue to take advantage of people.

- Teachers asked a minimum of questions on the programs' message. However, of those the most frequently asked was "what are some desirable ways of dealing with conflict?"

  - One class suggested talking to friends would help but said Alice would not do this as she is "afraid of what people will think of her." Other desirable ways suggested included: "she should have faced it, she should stand up for herself."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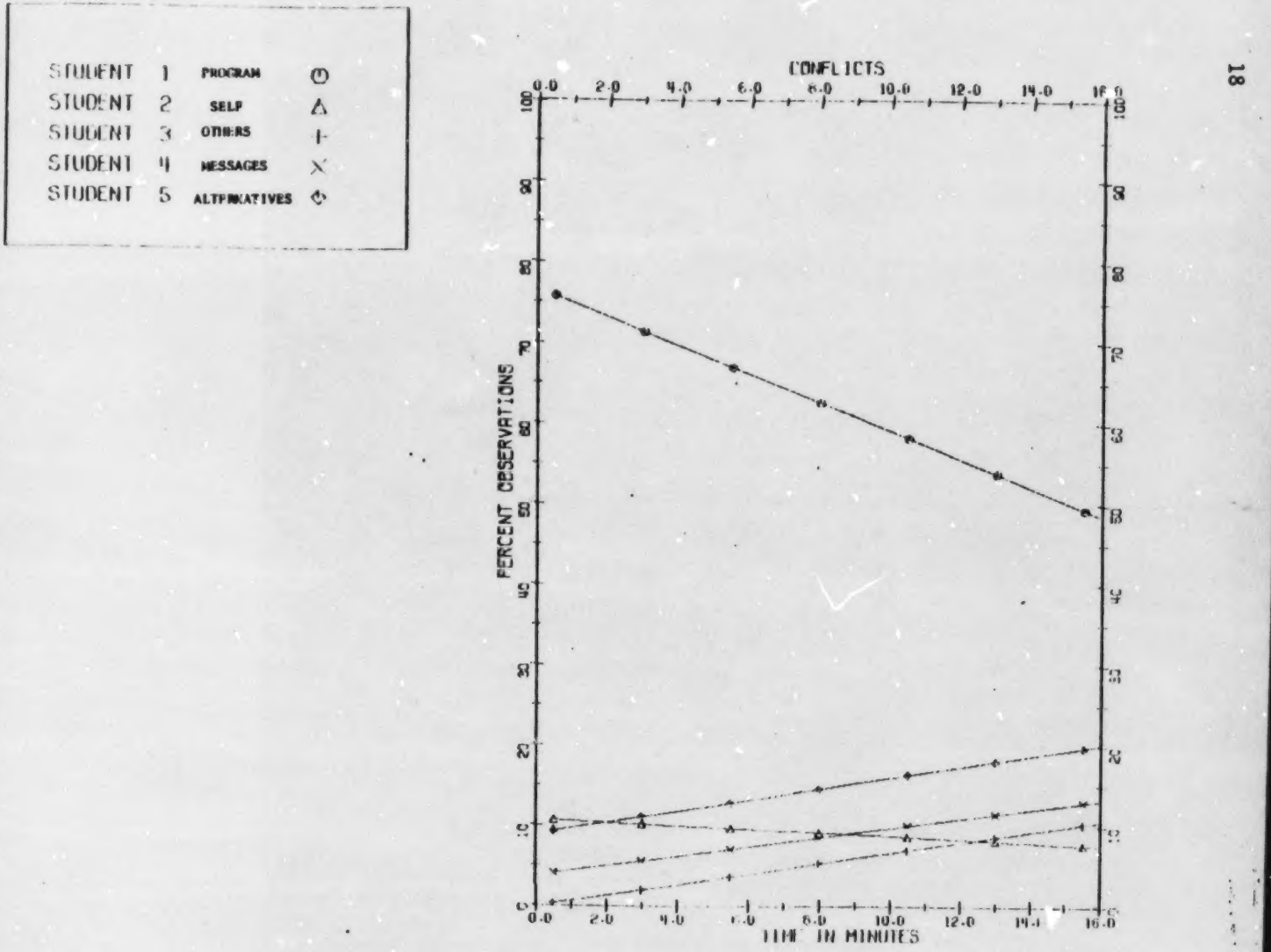
TEACHER 3 OTHERS
TEACHER 4 MESSAGES
TEACHER 5 ALTERNATIVES
CONFLICTS
PERCENT OBSERVATIONS
TIME IN MINUTES


STUDENT 1 PROGRAM
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PROGRAM 2:

ACCEPTING FEELINGS - "Behind the Scenes"

PROGRAM OUTCOMES

Knowledge: Viewers should understand that:

Outcome 1. Accepting strong feelings is legitimate and important to social, emotional, and physical health.

Outcome 2. It is important to be able to express feelings that one wishes to express and to control the expression of feelings one does not wish to express.

Physical Implications: Guilt and confusion about feelings may lead to physical health problems such as sleep disturbances, and inability to concentrate.

SUMMARY

A total of 12 classrooms viewed Accepting Feelings. An analysis of the data from various student and teacher instruments reveals that students and teachers liked and understood the program, thought the story was relevant and realistic, and were able to discuss the issues of the program. Both of the essential outcomes and the physical health implications were clearly evident to the teachers and students. During viewing, the attention level of all classes was very high, and the atmosphere within the classes was humorous with much chuckling, snickering, and laughter. The comic relief which is afforded by this program could certainly be viewed as an advantage, as it serves to relieve the tension which is inherent in the very personal issues dealt with in the program. This inherent tension was evident in the ensuing discussions as the students respond in the neutral, third-person, "others" kind of way and focused on the program. The teachers seem sensitive to the students' need to avoid directly involving themselves in the topic. Teachers focus, instead, on

the message of the program. Overall the data indicate that Accepting Feelings was a successful program in terms of the stated objectives.

OVERALL SAMPLE

A total of 12 classrooms viewed Accepting Feelings: 6 classes in Maryland, 4 classes in Illinois, and 2 classes in Tennessee. We observed a total of 8 teacher-led discussions and three of these classes filled out a questionnaire following discussion. Three classes did not participate in a discussion but completed only the questionnaire, and in one classroom an AIT evaluator conducted the discussion prior to administering student questionnaires.

TEACHER QUESTIONNAIRE

Overall, eleven teachers responded to the teacher questionnaire on the Accepting Feelings program. Of these, 3 (27%) taught 10th grade classes, 3 (27%) taught 11th grade classes, and 5 (46%) taught 12th grade classes.

Almost all teachers (91%) rated Outcome #1 (see outcomes above) as very evident or evident, with the majority (64%) rating it very evident. Most of the teachers (88%) rated Outcome #2 as very evident or evident, with the majority (55%) rating this 2nd outcome as very evident. Thus, the outcomes for this program were clearly evident to most of the students.

All of the teachers either liked the program or liked it very much. All teachers thought the program was both appealing and relevant to their students. Also, all teachers thought the issues presented were relevant to their students and that their students understood the meaning of the program.

All of the teachers thought the students were willing to participate in the discussion. Most (90%) thought it was easy to discuss the issues

presented in the program, but all agreed the program itself made it easier to discuss the issues. Finally, equal numbers of teachers said they dealt with this topic often, occasionally, and rarely during the school year. A detailed breakdown of teacher responses to each item in the questionnaire is presented in Appendix B.

STUDENT QUESTIONNAIRE

A total of 208 students completed questionnaires. Of these, there were approximately equal numbers of males (52%) and females (48%); 37% were in 12th grade, 34% were in 10th grade, and 29% were in 11th grade; 59% were white, 41% were minority students. According to teachers the majority of students were of below average (approximately 45%) or average (approximately 40%) ability level, with approximately 15% above average. According to teachers the socioeconomic status of the students was approximately evenly divided between lower-class, lower-middle-class, and middle-class. The majority of students lived in a large city (75%); the rest of the students lived in a town. Approximately half of the students responded to the questionnaire before a discussion (or without a discussion) and half responded to the questionnaire following a discussion.

Student Questionnaire Results

The majority of students responded they either liked the program or liked it very much (94%). The majority of students identified with the teenagers and the situations in the program.

The students perceived David as insecure, likable, believable, confused about his feelings, and shy. (10th graders found David to be more believable than 11th or 12th graders. The program situation seems to happen more often to 10th graders than 11th or 12th graders, although all students could identify with the situation and generalize to other "feelings" situations.) The students perceived Miranda as confident,

likable, believable, and understanding. The students perceived Susan Robey as confident, likable, believable, understanding, and sincere. (They perceived Susan Robey as less believable following a discussion.)

The majority of students recognized David's physical reactions to his situation: can't concentrate and can't sleep. The majority of students recognized that David hides his feelings during most of the program but has impulsive outbursts of feelings at the end of the program. The majority of students think people have fantasies like David does. The students responded that, in the end, the program doesn't show what happens between David and Miranda. (There had been some concern from the writers and producers that the program did not conclude "open-ended" as intended, but rather indicated David and Miranda would get back together. However, evaluation showed that the students do perceive the conclusion as "open-ended." Thus no change in the program ending is warranted.) They responded correctly that the most important thing the program wanted them to learn was: It is important to accept strong feelings and be able to express them if you want to, or control them if you don't (80%). And finally, the majority of students responded that the issues presented in the program were important.

There were no significant differences in student responses among the three sites. Some sex and grade differences did emerge on individual items, but they do not seem to affect the overall impact of the program. A breakdown of student responses on each item in the questionnaire is presented in Appendix B.

STUDENTS' REACTIONS DURING VIEWING

The attention level of all classes was very high. From start to finish, the students were definitely watching the program. The atmosphere

within the classes was very humorous, with much chuckling, snickering, and laughter. They especially found humorous:

(1) the David and Susan scenes which had harp music;

(2) Miranda asks David if he "wants to come in and fool around for awhile?";

(3) David's fantasies, especially the bathtub scene--students laugh hysterically;

(4) cocoa scene when Miranda says, "it's just this white blob floating around im my cocoa";

(5) rehearsal #2, David says, "he's out of practice" and David kisses Susan;

(6) David's mistakes in the play, particularly "New Jersey"; and

(7) the fight scene at the end between David and Susan.

It should be noted that although the students laugh hysterically during the end fight scene between David and Susan, the music, David and Susan coming together, David saying "I'm sorry" has a soothing effect on the students, putting them in a good mood for discussion.

DISCUSSION ANALYSIS

Eight classes participated in follow-up discussions of the program on accepting feelings. Four classes were in Maryland and four in Illinois. Discussion ranged from 10-30 minutes and averaged more than 19 minutes in duration.

Discussion Profile

This set of observation data illustrates the students' reaction to a program that elicits a self-conscious reaction. Instead of talking about themselves and their personal reactions and experiences, the students respond in a neutral, third-person, "others" kind of way. While they and

the teachers begin the discussions by focusing on the PROGRAM, that category PROGRAM goes into a steep decline very quickly. For students, the OTHERS category surpasses the PROGRAM one at 16:30 and is the most prevalent mode of discussion by the end of the observation period. The teachers, on the other hand, seem sensitive to the students' need to avoid directly involving themselves in the topic--and teachers want to stay out of it too. Teachers focus, instead, on the MESSAGE category, even though students never really match the teacher's direct focus on message. Therefore, both students and teachers may respond well to this program--and engage in both an affective and health-related discussion--but both avoid what may be a very personal and intimate reaction. The students avoid by neutralizing their feelings and attributing them to third parties. The teachers avoid by focusing on the messages, the abstractions stimulated by the program and it's leader's guide.

A graph representing the discussion profile of the teachers and the students across all classes is presented in pages 27 and 28.

This program had a total PHYSICAL HEALTH INDEX of 80, and thus an average of 10 physical health related comments for each discussion (the highest of the three programs in this field test). Some of the health-related discussion occurred in the first few minutes, but most of it (39%) came between 9 and 12 minutes into the discussions. About 40% of the teachers' discussion focused on messages during this period, much of which were physical health related messages (inability to sleep and inability to concentrate).

Discussion Narrative Summary

The majority of the discussion focused on feelings, and the consequences of expressing or not expressing feelings, related to both the program and to people or teenagers in general. (The discussion did not

focus, as one might have anticipated, on the consequences of falling in love with an older woman or man.) In some classes girls attempted to project what boys thought and felt and boys attempted to project what girls thought and felt (heated arguments ensued.) Self-concept messages expressed in the third person also seemed to emerge strongly in this program discussion. Summary points:

- The teacher asked about David's feelings
  - consequences of not expressing feelings and expressing feelings
  - were David's feelings different, did his attitude change when he finally expressed his feelings?
  - could David have handled this differently?
  - why didn't David express himself?
  - did David express himself to Miranda?
  - what were David's feelings for Susan, "school boy crush" or "love?"
- The students discussed David's feelings.
  - David's problem was he couldn't express his feelings. The students think he should have expressed them.
- Students recognized that when David didn't express his feelings: couldn't concentrate, preoccupied, couldn't sleep, fought with his girlfriend.
- One teacher said David was "silly," but the students responded, "no, it's your emotion--and if it's going to affect you that way, it's going to."
- Some students identified David's feelings as "love" that was really allowed to build up because he didn't express them and because of his fantasies.
- Some students perceived David's reactions to Miss Robey as infatuation. They discussed whether it was really "love" or just a "school boy crush."
- In response to how David's attitude changed:
  - "everything just busted out"
  - "he couldn't control it"
- One class remarked David was "too cut and dry" and "too square." "He was just saying the lines--not when he was rehearsing but during the other parts of the show."
- One class debated about whether David was mature or immature in his actions. But they all realized, "If you are really in love you have to let it out some way."

- They realized that "David showed emotion at the wrong time - he couldn't do it in the play but did later." They said it was due to lack of experience.

- Students admitted their feelings were "changing all the time" and "since we're just beginning to go through all feelings at this age, it's easy to get confused about them."

- A teacher asked, "why did you really laugh at some parts?"

  - A student responded "we laughed because it related to our experiences - because we could put ourselves in there."

- A teacher asked, "should you express your feelings or hold them in?"

  - A student responded, "sometimes keep it in, sometimes let it out. Depends on the feelings. Some say be strong - keep them in - but that's crazy - that hurts - then you can't sleep. David was unsure - so he couldn't sleep."

- The students discuss the physical health implication:

  - "you don't focus if you're not thinking straight"

- Girls and boys related their perceptions of each others' feelings:

  Girl: "All those boys were reacting to the fantasies!"

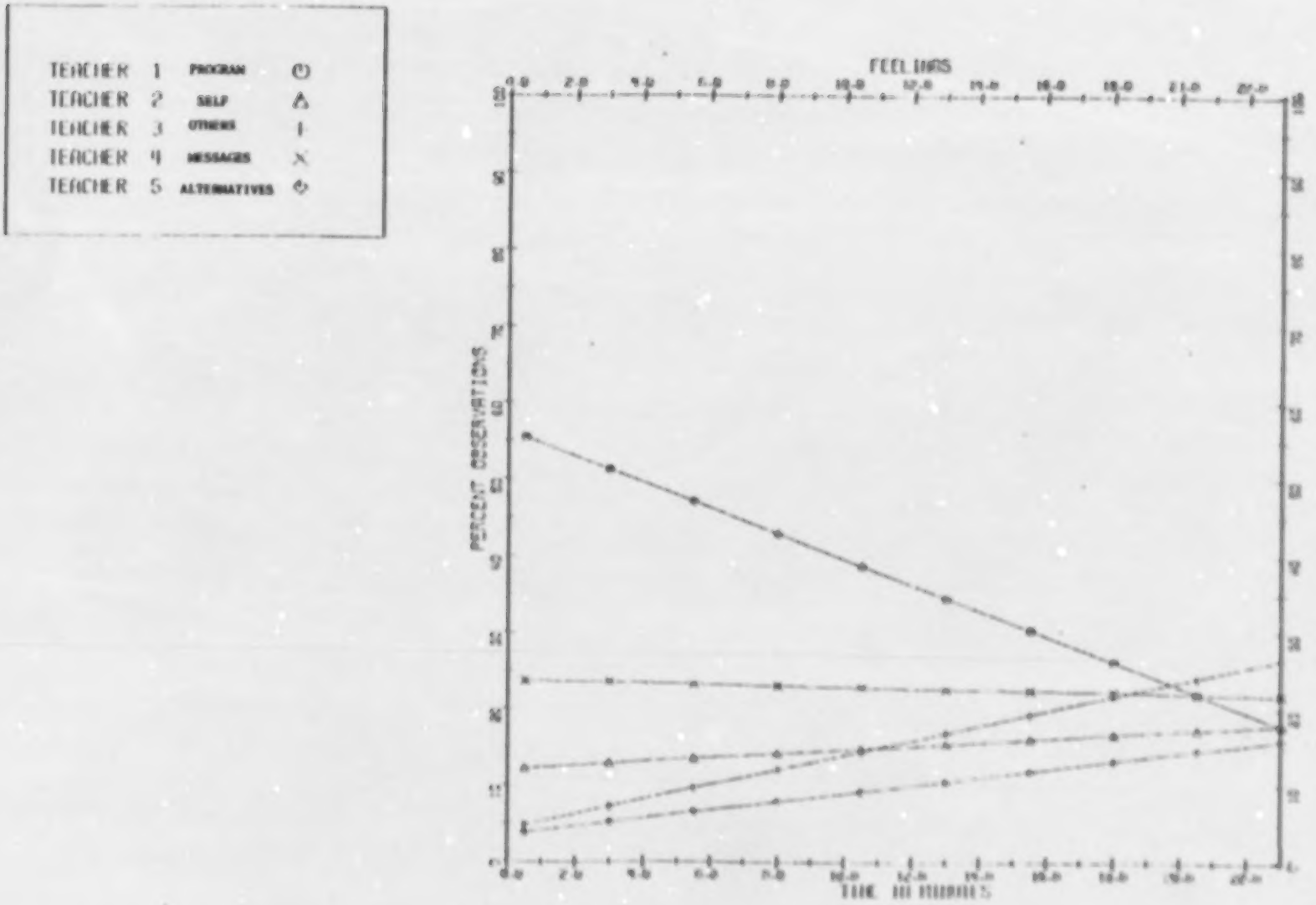
  Girl: "It's what the majority of boys go through at that age - it's a stage"

  Boy: "It seems as if the girls know more about what we go through - our stage in life - than we do!" (nooo's, objections throughout)

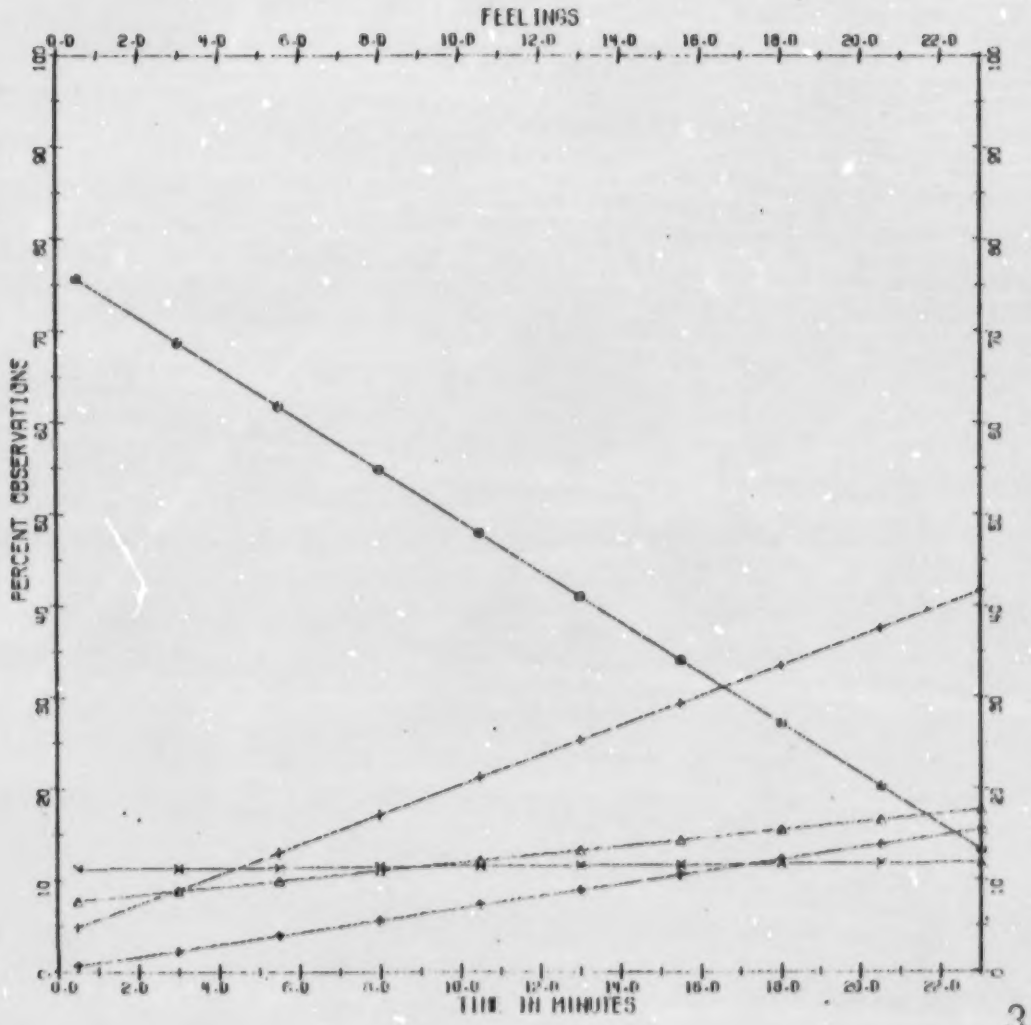
  Girl: "Although it's a proven fact who you really know is yourself - people observing pick up other things. Each person you know sees things about you that you don't see yourself."

- And finally, at the end of one discussion, a girl relates her own feelings:

  - "All of us are confused sometimes at how we feel. Sometimes I wake up and just start crying because I don't know how I feel."


TEACHER 1 PROGRAM
TEACHER 2 SELF
TEACHER 3 OTHERS
TEACHER 4 MESSAGES
TEACHER 5 ALTERNATIVES
FEELINGS
PERCENT OBSERVATIONS

STUDENT	1	PROGRAM	⊙
STUDENT	2	SELF	△
STUDENT	3	OTHERS	+
STUDENT	4	MESSAGES	×
STUDENT	5	ALTERNATIVES	◇



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PROGRAM 3:

DEVELOPING SELF-CONCEPT - "Who Am I?"

PROGRAM OUTCOMES

Knowledge: Viewers should understand that:

Outcome 1. There are a number of ways to understand yourself better, for example, 1) spend time thinking about yourself, 2) talk to others, 3) observe the way others react to you.

Outcome 2. Having a more clearly defined self-concept will help you make better life choices.

Physical Implications: Anxiety about who you are may interfere with proper sleep and work habits.

SUMMARY

A total of 12 classrooms viewed Developing Self-Concept. An analysis of the teacher and student questionnaires reveals that the teachers and students liked and understood the program, thought the story and issues were relevant to teenagers, and were able to comfortably discuss the issues of the program. The two essential outcomes were only slightly evident to half of the teachers and were also unclear to some of the students. Apparently, the essential outcomes become blurred with the subtleties of this program. We recommend adding voice-over to emphasize the self-concept message. The atmosphere while viewing the program was serious and attentive, although there were individual scenes during which the students were showing signs of inattention. We recommend adding the voice-over during these scenes. The ensuing discussions tended to focus on the program, although the students and teachers did spend time discussing self-directed concerns. The students discussed the role of schools,

parents, friends, and their own interests and hobbies in determining self-concept. In this respect, the program was successful.

OVERALL SAMPLE

A total of 12 classrooms viewed Developing Self-Concept: 6 classes in Maryland, 4 classes in Illinois, and 2 classes in Tennessee. We observed a total of 7 teacher-led discussions and four of these classes filled out a questionnaire following the discussion. Four classes did not participate in a discussion but completed only the questionnaire, and in one classroom an AIT evaluator conducted the discussion prior to administering student questionnaires.

TEACHER QUESTIONNAIRE

Overall, seven teachers responded to the teacher questionnaire on the Developing Self-Concept program. Of these, 5 (71%) taught 10th grade classes, 1 (14%) taught 11th grade classes, and 1 (14%) taught 12th grade classes.

Half of these teachers rated Outcome #1 (see outcomes above) as very evident or evident. However, the other half of the teachers ranked this outcome as only slightly evident. Half of the teachers ranked Outcome #2 as very evident. Again, however, the other half of the teachers ranked this outcome as only slightly evident or not evident at all. Thus, there is a definite difference between the teachers' rating of the evidence of the outcomes in Self-Concept. It seems that the outcomes for this program were not as clearly evident to the majority of the teachers as they were for the other two programs. We recommend adding voice-overs to emphasize the self-concept message.

All of the teachers either liked the program or liked it very much and they all thought the program was appealing to students. Most (72%)

of the teachers thought the storyline was relevant or very relevant to the students and they all thought the issues were relevant or very relevant to the students. All teachers thought the students understood the meaning of the program and were willing to participate in the discussion. All teachers thought the issues presented in the program are generally easy to discuss, and they all agreed the program itself made it easier to discuss these issues. All the teachers said they have dealt with the topics of this program often or occasionally.

When comparing the teacher responses by grade level and by site, no significant differences were found. A detailed breakdown of teacher responses to each item in the questionnaire is presented in Appendix C.

STUDENT QUESTIONNAIRE

A total of 199 students responded to the questionnaire for the Self-Concept program. Of these, 44% were male and 56% were female; 64% were white and 36% were minority students; 54% were in 10th grade, 37% in 11th grade, and 9% in 12th. According to teachers the majority of students were of average ability level (approximately 50%), with approximately equal numbers of students above average (25%) and below average (25%). According to teachers the socioeconomic status of the students was predominantly middle-class (approximately 40%) or lower-middle-class (approximately 40%), with some lower-class students (approximately 15%), and very few upper-middle-class or upper-class students (approximately 5%). The majority of students lived in a large city (67%); the rest of the students lived in a town (22%) or a rural area (11%). The majority of students responded to the questionnaire following a discussion (61%), while the rest (39%) responded to the questionnaire before a discussion (or without a discussion).

Student Questionnaire Results

Almost all students either liked the program or liked it very much (96%). The majority of students identified with the teenagers and the situations in the program. [A larger percent of the students in Illinois (all white) responded that the teenagers in the story were "not a lot" like them and their friends (29%) as compared with the students in Maryland (8%) and Tennessee (12%) (where the majority of students were black).]

The students perceived Tyrone as insecure, likable, believable, confused about himself, and likes himself. There were some significant differences in students' perceptions of Tyrone when the data was analyzed by sex, grade, site, and questionnaires prior to or following discussion. Although these differences are interesting, they do not have any direct implications for program revision or utilization, However, they are interesting areas for further research. Regarding the dimension "dislikes himself" or "likes himself," whereas only 22% of males thought Tyrone disliked himself, almost twice as many females (41%) thought Tyrone disliked himself. Whereas only 25% of the 10th graders thought Tyrone disliked himself, 36% of the 11th graders and 56% of the 12th graders thought Tyrone disliked himself. And whereas only 16% of students from Maryland thought he disliked himself, 48% of the students from Illinois and 31% from Tennessee thought Tyrone disliked himself. This last finding suggests that black students are more likely to attribute a higher self-concept to Tyrone than are white students.

Regarding the dimension "unbelievable" and "believable," whereas only 19% of the 10th graders perceived Tyrone as unbelievable, 36% of 11th graders and 47% of 12th graders perceived Tyrone as unbelievable. In addition, a larger percent (48%) of the students from Tennessee thought

he was unbelievable as compared with students from Illinois (24%) and Maryland (27%). However, significantly more students perceived Tyrone to be believable after discussion as compared with before discussion (57% --> 77%). Apparently students achieve a better understanding of Tyrone following discussion.

The majority of students responded correctly to the four comprehension questions: They recalled that Mr. Nelson fired Tyrone because he realized Tyrone needed more sleep so he could do well in school and practice to be a musician. They realized that Tyrone's saxophone and sunglasses were important to the way he felt about himself. (Only 30% responded correctly that the pictures on the dresser were important. This shot should be reexamined for its clarity.) They recalled that Donnie was Tyrone's brother who died in an accident. And they responded that at the end Tyrone's father realizes that Tyrone doesn't like being compared to Donnie and Tyrone needs to lead his own life.

The two most important things that the students learned from the program were:

(1) Understanding yourself can help you make choices in life (70%);

(2) There are a number of ways to understand yourself better: spend time thinking about yourself, talk to others, and observe the way others react to you (60%).

In addition, 43% of the students also responded they learned:

(3) It's important to stay in school, study hard, and get good grades (unintended outcome).

As this unintended outcome is not undesirable, we only recommend that the other outcomes be strengthened with added voice-over emphasizing self-concept.

Finally, the majority of students responded that the issues presented in the program were important to them.

A detailed report of the students' responses to each question on the questionnaire is presented in Appendix C.

STUDENTS' REACTIONS DURING VIEWING

The students were attentive during most of the program. There were certain "slow" scenes, however, during which students were shifting about in their seats and showing other signs of inattention. These points of inattention were consistent across classes and occurred during the following scenes:

1) Tyrone cleaning up at lounge: students eyes are roving during this scene and some students are moving around in their seats.

2) Tyrone and Mr. Nelson in the lounge: the students' attention stays low, even during the exchange with Mr. Nelson.

3) Tyrone at home after being fired: the students' attention level stays low until the first spoken line at home.

In conclusion, the atmosphere during viewing was serious. There were special points when the students' attention level was low. This can be corrected with the added voice-over. Generally, however, the students were attentive to the program.

DISCUSSION ANALYSIS

Eight classes participated in follow-up discussions of the program on developing self-concept. Four classes were in Maryland and four in Illinois. Discussions ranged from 5 to 25 minutes and averaged 18 minutes in duration.

Discussion Profile

The student and teacher discussion focuses on the PROGRAM for much of the period. As one might expect in a program on self-concept, the "SELF" category is the next most frequently noted. Students are initially rather reluctant to discuss their own behavior and feelings but the teachers seem to pull them along over the course of the discussion. At the end of the

observation period, the SELF category is emphasized more than any other and included about forty percent (40%) of the class discussion time.

In addition to trying to engage the students in discussing their personal self-concepts, the teachers also try to direct the discussion toward the messages contained in this lesson. Dealing with the message seems much more important to teachers than students. Teachers may see self-concept as a continuing area in need of attention, while the students find other aspects of the program more interesting.

A graph representing the discussion profile of the teachers and students across all classes is presented on pages 37 and 38.

This program had a total PHYSICAL HEALTH INDEX of 4. Only 4 physical health mentions occurred during the eight discussions - 143 minutes of discussion time. This was the least physical health-related of the three programs field tested.

Discussion Narrative Summary

Although the dynamics of individual classrooms produced unique discussions, there were several themes and/or topics which came up consistently. The following briefly examines these topics. The chronological order of the topics varied widely from class to class.

- The teacher asked for impressions of Tyrone.
  - The students thought Tyrone didn't like school and "only cared about his music."
  - Students discussed reasons why some kids are not interested in school.
- The teacher asked about Tyrone's problems.
  - Students said, "He doesn't want to go to school."
  - "He was down about people wanting him to be like Donnie."
  - "He wasn't getting enough rest."
- The teacher asked about Tyrone's relationship with his parents.
  - Students felt they were realistic and typical.

- One thought they loved him but talked to him "too hard."

- Students thought the parents were wrong in comparing him to Donnie but that they finally realized why "he broke all the trophies."

- Students said that sometimes their parents disapprove of their friends.

- One said he felt "worthless" and "depressed" when his parents didn't trust him.

- The teacher asked about self-concept and what things affected self-concept.

  - "How you feel about yourself."

  - Students thought their friends have the biggest impact on their self-concept now, but their parents did when they were younger.

  - "You've got to do what you want not what other people want."

  - The students discussed the role of schools in determining self-concept. One said, "If you do well you want to come. If you don't do well, you won't want to come."

  - The students discussed their interests and hobbies and how they affect their self-concept.

- The teacher discussed fantasy and asked what role fantasy plays in developing self-concept.

  - "You have to have dreams."

  - Student says fantasy is: "We pretend we are something else."

  - "You try to get a new image because the one you have is not good enough."

- The teacher asked for the main point of the program.

  - "Be yourself."

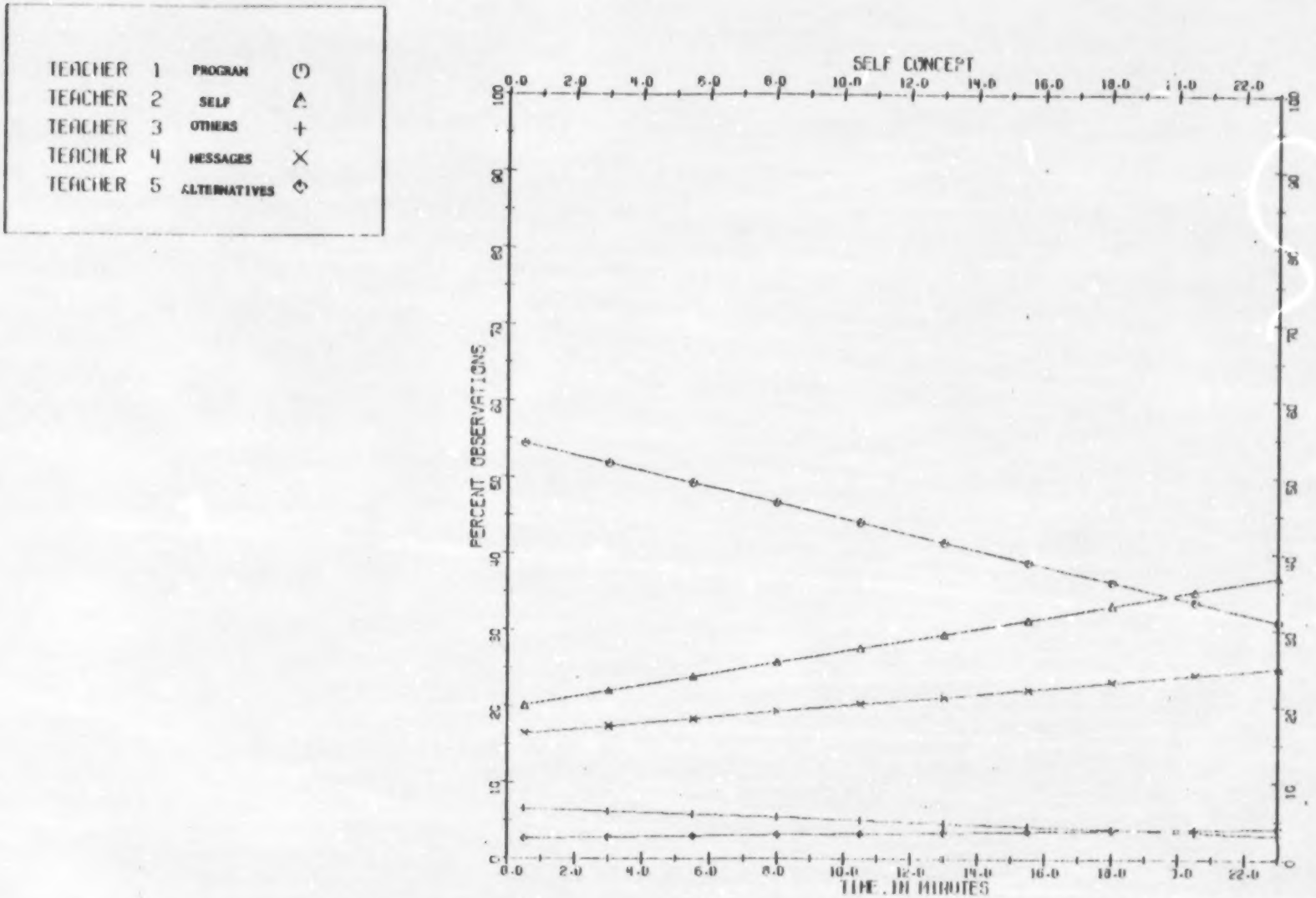
  - "Set priorities."

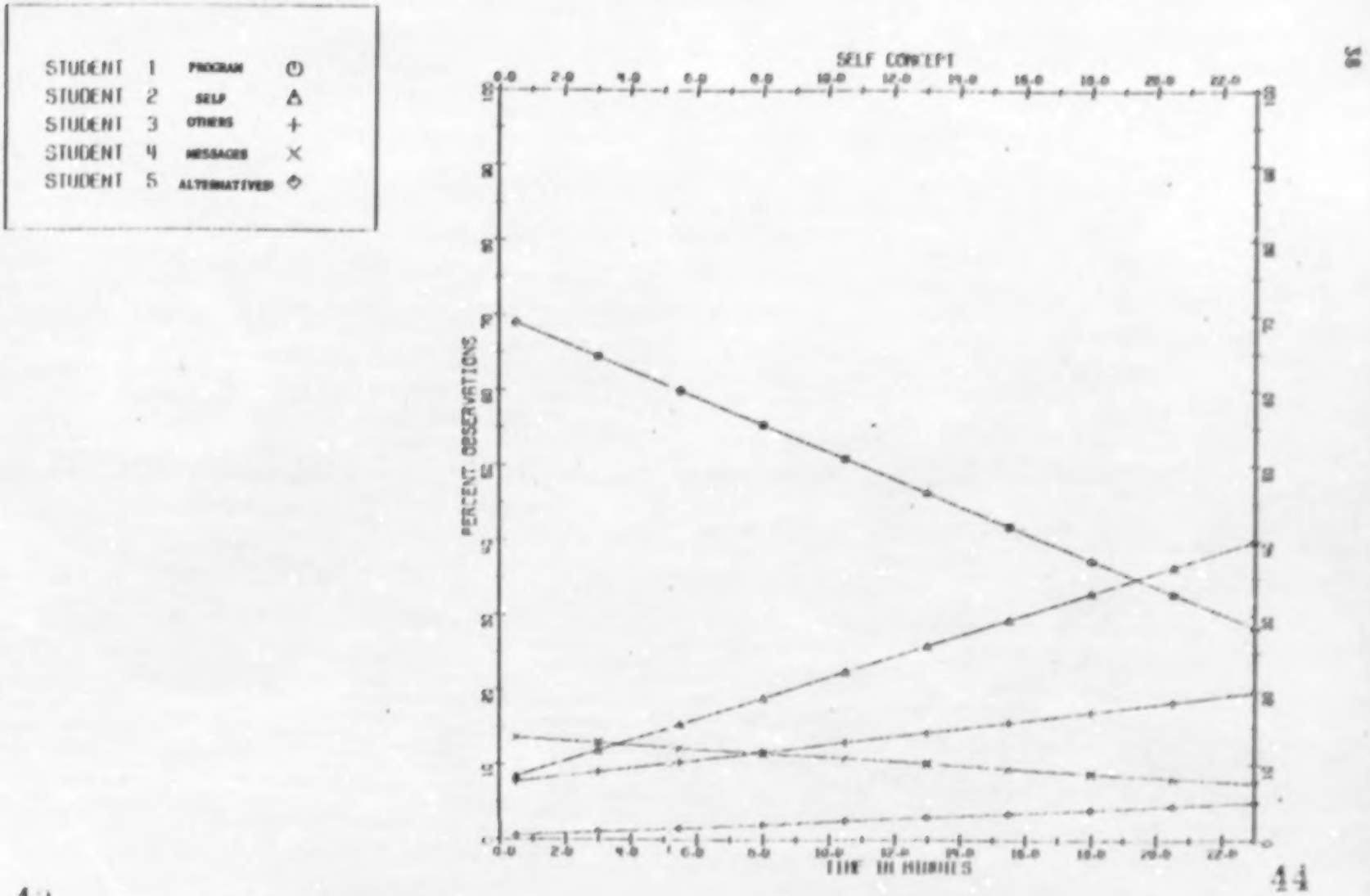
  - "You need a variety of things in life to get financial independence."

  - "You can't live in fantasy."

  - "I think the central point is finding yourself."

  - "We should find out who we are but stay in school."


TEACHER 1 PROGRAM
TEACHER 2 SELF
TEACHER 3 OTHERS
TEACHER 4 MESSAGES
TEACHER 5 ALTERNATIVES
SELF CONCEPT
PERCENT OBSERVATIONS
TIME, IN MINUTES



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TEACHER GUIDE QUESTIONNAIRE

A total of 20 teachers responded to the Teacher Guide Questionnaire, 7 for Dealing With Conflict, 7 for Self-Concept, and 6 for Accepting Feelings. (Teachers who did not lead a discussion omitted questions which applied to the discussion.) The teachers' responses to each question on the questionnaire is presented on the following pages.

Overall, these responses indicate that the Teacher Guide for each program was informative and useful to the teachers. However, we have the following two specific recommendations to make about the guides, based on the teacher's responses:

1) For all three programs the information on the programs' physical health implications was overlooked by a substantial number of teachers. Therefore we are recommending this information be made more prominent in the guide.
2) A few teachers recommended that the section entitled "Background Information About the Topic" be moved forward in the guide. Since this seems to be a logical suggestion, we recommend that this section of the guide be moved up.

Other than these two points, the Guides were well-received by the teachers.

Teacher Guide Questionnaire:

DEALING WITH CONFLICT

N=7

1. All teachers (7) responded that the program summary provided enough information to prepare them for the program.

2. All teachers (7) responded that the outcome statements clearly define the goals of the program.

3. Most of the teachers (6) responded that the pre-viewing activities were useful to them and their students (3 very useful, 3 somewhat useful).

4. Most of the teachers (6) responded that the sample discussion questions were either very useful or somewhat useful for stimulating class discussions (5 very useful, 1 somewhat useful).

5. In response to which types of questions were most useful to them and their students, four (4) teachers responded that questions about how students and others may feel and respond to the issues in the program were most useful. Three (3) teachers responded that questions about the people and incidents specific to the program were most useful.

6. Most of the teachers (6) rated the "post-viewing activities" as either excellent or good (2 excellent, 4 good).

7. The teachers described the section entitled "Background Information About the Topic" as useful (5), informative (5), comprehensive (4), and appropriate in length (4).

8. Four (4) teachers responded that they referred to the information on the program's physical health implications. Two (2) teachers did not refer to this information and one (1) teacher did not notice this reference.

9. Of the teachers who did refer to the information on the program's physical health implications, all (4) responded that this information was somewhat useful.

10. All teachers (7) responded that the resources provided in the guide were either very useful or somewhat useful (4 very useful, 3 somewhat useful).

11. Most of the teachers (6) responded that the "viewers guide materials" were either very useful or somewhat useful (3 very useful, 3 somewhat useful).

12. All teachers (7) responded that the information provided in the guide materials helped them to achieve the stated outcomes for the program.

13. Most of the teachers (4) responded that the ordering of the guide materials is acceptable and appropriate.

Teacher Guide Questionnaire:

SELF-CONCEPT

N=7

1. Seven (7) questionnaires were returned from teachers on the Teacher Guide Materials for Self-Concept.

2. All teachers (7) responded that the program summary provided just enough information to prepare them for the program.

3. All teachers (7) responded that the outcome statements clearly defined the goals of the program.

4. Most of the teachers (5) responded that the pre-viewing activities were either very useful or somewhat useful (2 very useful, 3 somewhat useful).

5. All teachers (7) responded that the sample discussion questions were either very useful or somewhat useful for stimulating class discussion (2 very useful, 5 somewhat useful).

6. All teachers (7) responded that the most useful discussion questions were the ones about how students and others may feel and respond to the issues in the program.

7. All teachers (7) responded that the suggested "post viewing activities" were either excellent or good (2 excellent, 5 good).

8. The teachers described the section titled "Background Information About the Topic" as useful (4), informative (4), appropriate in length (3), and comprehensive (2).

9. Two (2) teachers responded that they referred to the information on the program's physical health information. However, three (3) teachers did not refer to this information and two (2) teachers did not notice this reference.

10. Of the two teachers who did notice the physical health reference, one (1) found it very useful and one (1) found it somewhat useful.

11. All teachers (7) responded that the resources provided in the guide were either very useful or somewhat useful (3 very useful, 4 somewhat useful).

12. All teachers (4) responded that the information provided in the guide materials helped them to achieve the stated outcomes for the program. Three (3) teachers did not respond to this item.

13. Two (2) teachers responded that the ordering of the guide is acceptable and appropriate. Two (2) teachers suggested a reordering of the guide and three (3) teachers did not respond to this item.

Teacher Guide Questionnaire

ACCEPTING FEELINGS

N=6

1. Most of the teachers (5) responded that the program summary provided enough information to prepare them for the program.

2. All the teachers (6) responded that the outcome statements clearly defined the goals of the program.

3. Most of the teachers (4) responded that the pre-viewing activities were either very useful or somewhat useful to them and their students (1 very useful, 3 somewhat useful).

4. Most teachers (5) responded that the discussion questions were very useful for stimulating class discussion.

5. In response to which types of discussion questions were most useful to them and their students, three (3) teachers responded that questions about the people and incidents specific to the program were most useful. Three (3) teachers thought the questions about how students and others may feel and respond to the issues in the program were most useful.

6. All teachers (6) rated the "post viewing activities" as excellent or good (3 responded excellent, 3 responded good).

7. The teachers described the section entitled "Background Information About the Topic" as useful (4), informative (3), and comprehensive (2).

8. Three (3) teachers responded that they referred to the information on the program's physical health implications. One (1) teacher did not refer to this information and two (2) teachers did not notice this section.

9. Of the teachers who did refer to the information on the program's physical health implications, all (3) responded that this information was either very useful or somewhat useful (1 very useful, 2 somewhat useful).

10. Four (4) teachers responded that the resources provided in the guide were either very useful or somewhat useful (2 very useful, 2 somewhat useful). Three (3) teachers did not respond to this item.

11. All (6) teachers responded that the "viewers guide materials"would be very useful to them and their students.

12. Five (5) teachers responded that the information provided in the guide materials helped them to achieve the stated outcomes for the program. One (1) teacher did not respond to this item.

13. Two (2) teachers responded that the ordering of the guide is acceptable and appropriate. One (1) teacher thought the guide materials should be reordered.

APPENDIX A

DEALING WITH CONFLICT: "Face to Face"

Teacher Questionnaire Data
Student Questionnaire Data
Student Questionnaire

DEALING WITH CONFLICT: "Face to Face"

Teacher Questionnaire
Analysis

(1) Overall ten (10) teachers responded to the teacher questionnaire on the Dealing with Conflict program. Of these 3 (30%) taught 10th grade, 2 (20%) taught 11th grade, and 5 (50%) taught 12th grade.

(2) The teachers rated the degree to which the following objectives were evident in the program.

(A) Conflict can be destructive insofar as it disrupts effective functioning, sets one in opposition to people who care for you, or generally leads to continued antagonism and/or alienation

8 teachers rated this very evident
1 teachers rated this evident, but not emphasized
1 teachers rated this not evident at all

(B) There are alternative ways to respond to conflict and it's consequences

3 teachers rated this very evident
3 teachers rated this evident, but not emphasized
3 teachers rated this only slightly evident
1 teachers rated this not evident at all

(3) The teachers then rated the appropriateness of the following topics for discussion:

(A) The destructive aspects of conflict(s) experienced by Alice

9 teachers rated this very appropriate (1-no response)

(B) What Alice did in responding to conflict

6 teachers rated this very appropriate
3 teachers rated this somewhat appropriate
1 no response

(C) What viewers do in responding to conflict

6 teachers rated this very appropriate
2 teachers rated this somewhat appropriate
1 teachers rated this only slightly appropriate
1 no response

(D) Consequences of repeatedly avoiding conflict

6 teachers rated this very appropriate
2 teachers rated this somewhat appropriate
1 teachers rated this only slightly appropriate
1 no response

(E) Ways of responding to conflict that are most likely to have constructive consequences

7 teachers rated this very appropriate
2 teachers rated this somewhat important
1 teachers rated this only slightly appropriate

(4) All teachers (100%) liked the program with 8 of 10 indicating they "liked it very much."

(5) Seven of ten teachers (70%) rated program "very appealing" to students with the remaining 3 rating it "somewhat appealing" to students.

(6) All teachers (100%) thought the story was "very relevant" to their students.

(7) Nine of 10 teachers (90%) found the issues in the story "very relevant" to their students.

(8) Seven of 10 teachers (70%) believed their students "clearly understood" the meaning of the program, while 3 of 10 (30%) believed their students understood it "pretty well."

(9) All teachers (100%) found students either "very willing" or "willing" to participate in the discussion following the program.

(10) In general all teachers (7) find the issues in the program easy to discuss.

(11) Seven teachers (100%) thought the program made it easier to discuss the issues.

(12) During the school year the topic of this program had been dealt with occasionally by 4 teachers (67%) and rarely by 2 teachers (33%).

DEALING WITH CONFLICT: "Face to Face"

Student Questionnaire

OVERALL ANALYSIS (N=185)

(1) The majority of students (97%) responded they either liked the program or liked it very much (55% "liked it", 42% "liked it very much").

(2) The majority of students 56%, responded that the teenagers in the story were sort of like themselves and their friends. 24% responded that the teenagers in the program were very much like themselves and their friends.

(3) What happened to Alice in this program, is similar to what happens to people's friends (60%) and to people they have heard about (47%). 35% of the students said it is similar to what happens to them.

(4) The majority of students (95%) responded they would be willing to discuss this program in class (64% "willing" 31% "very willing").

(5) The majority of students found Alice: insecure (70%), likable (91%), believable (71%), agreeable (90%), consistent (57%) and fair (69%). (*Note that 43% found Alice inconsistent.)

The majority of students found Gail: confident (61%), not likeable (62%), unbelievable (61%), pushy (90%) and unfair (92%).

The majority of students found Jerry: likable (95%), believable (88%), agreeable (78%) and understanding (81%).

(6) A majority of students correctly responded that when Alice holds back her feelings she bites her nails (84%), suffers from exhaustion (52%) and has poor eating habits (90%).

(7) The majority of students (83%) correctly responded that Alice chose to do Gail's work because she was afraid to confront Gail and stand up for herself.

(8) The majority of students (83%) responded that "at the end" Alice will confront Gail (17% responded that Alice will avoid conflict with Gail).

(9) The two most important things that a majority of students learned from this program are:

1) If you feel you are in conflict with someone the best thing to do is face the conflict by confronting the person (85%).
2) Conflict can disrupt your life and your relationships with other people (57%).

40% of the students also learned:

3) There are many ways to deal with conflict, depending on the person and the situation.

(10) The majority of students (86%) responded that the issues presented in the program were important," 44% "very important").

I. Student by SEX [Male = 58 (31%); Female = 127 (69%)]

1. In response to the question asking students if what happens to Alice is similar to what happens to themselves or others, there are differences between males and females in three responses. More females than males responded that it happens to "me" (females 39% vs. males 19%). Males exceeded females in responding that it happens to "people I've heard about" (males 55% vs. females 43%).

2. More females than males found Alice likable (females 97% vs. 88% males). A majority of females (67%) found Alice consistent while a majority of males (54%) found Alice inconsistent.

II. Students by GRADE [Grade 10 = 41 (22%); Grade 11 = 82 (44%); Grade 12 = 62 (34%)]

1. A significantly fewer percentage of 10th grade students (15%) found the teenagers in the program "very much" like themselves and/or their friends. (This is in comparison to 27% in grade 11 and 26% in grade 12.)

2. Of those indicating that the teenagers in the program were "not at all" like themselves and/or their friends, a significantly greater percentage were in grade 12 (21% vs. 7% for grade 10 and 4% for grade 11).

3. A greater percentage of 10th graders (73%) indicated what happened to Alice happens to their "friends" (compared to 11th - 55%; and 12th - 56%).

4. A significantly greater percentage of 10th graders (100%) were able to identify why Alice chose to do Gails work. 12th graders scored the lowest percentage (71%) with 21% of 12th graders responding that "Alice wants to do a good job so she can be yearbook editor next year." (A majority of all grades choose the correct response.)

5. There appears to be some grade differences on the question concerning what the program was trying to teach. While all three grades had a minimum of 80% choosing the first response, "If you feel you are in conflict with someone the best thing to do is face the conflict by confronting the person". Grade 11 was the only group that had over half of its students (52%) choosing the correct response, "There are many ways to deal with conflict, depending upon the person and the situation." And while a minimum of 50% of students in each grade choose the second correct response "Conflict can disrupt your life and your relationship with other people." A greater percentage of 10th graders chose this response. (Grade 10: 78%; Grade 11: 52%; Grade 12: 50%)

III. Student by SITE: [Maryland = 90 (44%); Tennessee = 52 (28%); Illinois = 43 (23%)]

There was only one significant difference between sites on the questions asking students to rate the importance of the issues in the program.

A majority of students in Tennessee (63%) rated the issues "very important" while the greatest percentage from Illinois (55%) and Maryland (48%) rated the issues "sort of important."

IV. Pre-Post Discussion [Post n = 91 (50%); Pre n = 92 (50%)]

1. A greater percentage (41%) of students who had the discussion before the questionnaire responded that what happens to Alice is similar to what happens to themselves (vs. 29% for those who had the questionnaire prior to discussion).

2. There is some suggestion that Gail became a more believable character as a result of discussion. Students answering the questionnaire after discussion found Gail significantly more believable (72% vs. 53%).

3. A greater percentage (96%) of students who had discussion first responded that Alice "bites her nails" when she holds back her feelings (Pre discussion: 73%).

4. While a majority of both pre and post students chose the appropriate response to why Alice chose to do Gail's work ("Alice is afraid to confront Gail and stand up for herself"). A greater percentage (93%) of students who had discussion prior to the questionnaire chose this response (Questionnaire first: 75%).

5. When asked to respond to what two most important things they learned from the program, a majority of all students chose responses: "If you feel you are in conflict with someone the best thing to do is face the conflict by confronting the person," and "conflict can disrupt your life and your relationship with other people." However, of those students choosing the correct response "There are many ways to deal with conflict, depending on the person and the situation, a greater percentage (47%) were students who participated in discussion before the questionnaire. (Questionnaire first: 32%).

Student Questionnaire

(1) Program #1: DEALING WITH CONFLICT: "Face to Face"

(2-3) Grade Level (circle) 10 11 12

(4) Male ___ Female ___

(5-6) Teacher's Name _____

(7) School _____ City _____

1. How much did you like the program?

(8)
___ liked it very much
___ liked it
___ disliked it
___ disliked it very much

2. Did you think the teenagers in this story were like you and/or your friends?

(9)
___ yes, very much
___ yes, sort of
___ no, not a lot
___ no, not at all

3. What happened to Alice in this program is similar to what happens to ... (check as many as apply)

(10) ___ me
(11) ___ my friends
(12) ___ people in my family
(13) ___ people I've heard about
(14) ___ people only in stories
(15) ___ nobody

4. How willing would you be to talk about this program in a class discussion?

(16)
___ very willing
___ willing
___ unwilling
___ very unwilling

- please turn page -

5. Please circle the word(s) in each pair that best describes Alice during most of the program. (You should have six circles.)

Alice is:
(Jerry's girlfriend)

(17) insecure OR confident

(18) not likable OR likable

(19) unbelievable OR believable

(20) pushy OR agreeable

(21) inconsistent OR consistent

(22) unfair OR fair

Please circle the word in each pair that best describes Gail during most of the program. (You should have five circles.)

Gail is:
(23) (Editor) insecure OR confident

(24) not likable OR likable

(25) unbelievable OR believable

(26) pushy OR agreeable

(27) unfair OR fair

Please circle the word in each pair that best describes Jerry during most of the program. (You should have four circles.)

Jerry is:

(28) not likable OR likable

(29) unbelievable OR believable

(30) pushy OR agreeable

(31) not understanding OR understanding

- next page -

6. Check the items that describe what happens to Alice when she holds back her feelings. (check all that apply)

(32) ___ finger tapping
(33) ___ bites nails
(34) ___ exhaustion
(35) ___ headaches
(36) ___ eye twitching
(37) ___ poor eating habits

7. Alice chose to do Gail's work because ... (check one)

___ Alice wants to do a good job so she can be yearbook editor next year.
___ Alice is afraid to confront Gail and stand up for herself.
(38) ___ Alice felt badly that she hadn't finished all the work she was supposed to do.
___ Alice knew this was an important weekend for Gail and she wanted to help her out.

8. At the end what do you think happens between Alice and Gail? (check one)

(39) ___ Alice avoids the conflict
___ Alice confronts Gail

9. The two most important things this program wanted me to learn are ... (check only two)

(40) ___ If you feel you are in conflict with someone the best thing to do is face the conflict by confronting the person.
(41) ___ There are many ways to deal with conflict, depending on the person and the situation.
(42) ___ If you feel you are in conflict with someone the best thing to do is to ignore and avoid the conflict so there are no hurt feelings.
(43) ___ It is important to ignore any conflict that will keep you from getting your work done.
(44) ___ Conflict can disrupt your life and your relationships with other people.

10. Are the issues presented in this program important to you? (check one)

(45) ___ yes, very important
(46) ___ yes, sort of important
(47) ___ no, not too important
(48) ___ no, not at all important

Thank You

APPENDIX B

ACCEPTING FEELINGS: "Behind the Scenes"

Teacher Questionnaire Data
Student Questionnaire Data
Student Questionnaire

ACCEPTING FEELINGS: "Behind the Scenes"

Teacher Questionnaire
Overall Analysis

(1) Overall, eleven (11) teachers responded to the teacher questionnaire on the Accepting Feelings program. Of these, 3 (27%) taught 10th grade classes, 3 (37%) taught 11th grade classes, and 5 (46%) taught 12th grade classes.

(2) The teachers rated the degree to which the following objectives were evident in the program:

(A) Accepting strong feelings is legitimate and important to social, emotional and physical health.

7 teachers rated this as very evident
3 teachers rated this as evident, but not emphasized
1 teacher rated this as only slightly evident.

(B) It is important to be able to express those feelings that one wishes to express and to be able to control the expression of feelings one does not wish to express.

5 teachers rated this as very evident
3 teachers rated this as evident, but not emphasized
1 teacher rated this only slightly evident.
2 no response

(3) The teachers then rated the appropriateness of the following topics for discussion. (One teacher didn't respond.)

(A) The consequences to David of denying feelings

8 teachers rated this very appropriate
2 teachers rated this somewhat appropriate.

(B) The consequences to David of impulsively expressing feelings

9 teachers rated this very appropriate
1 teachers rated this somewhat appropriate.

(C) Occasions when it was difficult telling someone how you felt

9 teachers rated this very appropriate
1 teacher rated this somewhat appropriate.

(D) The physical, mental, and social signals that accompany too great or too little expression of feelings.

8 teachers rated this very appropriate
2 teachers rated this somewhat appropriate.

(4) All 11 teachers (100%) either liked the program or liked it very much.

(5) All 11 teachers (100%) thought the program was very appealing or somewhat appealing to students.

(6) All 11 teachers (100%) thought the program was relevant to the students.

(7) All 11 teachers (100%) thought the issues presented in the program were relevant or very relevant to the students.

(8) All 11 teachers (100%) thought the students understood the meaning of the program

DISCUSSION

(10 teachers conducted discussions)

(9) All teachers (100%) thought the students were willing to participate in the discussion.

(10) Nine (9) out of 10 teachers (90%) thought it was easy to discuss the issues presented in the program. [One teacher said it was somewhat difficult.]

(11) All teachers (100%) thought the program itself made it easier to discuss the issues.

(12) During the school year the topic of this program had been dealt with often by 3 teachers (30%), occasionally by 3 teachers (30%), and rarely by 4 teachers (40%).

GRADE

When comparing teachers responses by grade level, no significant differences were found in the responses.

SITE

When comparing teacher questionnaires by site (Illinois and Maryland), no significant differences were found in the responses.

ACCEPTING FEELINGS: "Behind the Scenes"

Student Questionnaires

OVERALL ANALYSIS (N=208)

(1) The majority of students (94%) responded they either liked the program or liked it very much (61% "liked it" and 33% "liked it very much").

(2) The majority of students (58%) responded the teenagers in the program were sort of like them and their friends. 14% responded that the teenagers in the program were very much like them and their friends.

(3) What happened to David in this program is similar to what happens to the students' friends (48%) and to people the students' have heard about (48%). 30% of the students said it is similar to what happens to them.

(4) The majority of students (87%) responded they would be willing to talk about this program in a class discussion (27% responded "very willing," and 60% responded "willing").

(5) The majority of students found David: insecure (89%), likable (80%), believable (57%), confused about his feelings (88%), and shy (89%). [Note that 36% thought David was unbelievable]

The majority of students found Miranda: confident (83%), likable (84%), believable (82%), and understanding (76%).

The majority of students found Susan Robey: confident (89%), likable (90%), believable (79%), understanding (67%) and sincere (68%).

(6) The majority of students recognized David's physical reactions to his situation: can't concentrate (75%) and can't sleep (81%).

(7) The majority of students (97%) recognized what David did with his feelings during most of the program: hides his feelings.

(8) The majority of students (57%) recognized what David did with his feelings at the end of the program: has impulsive outbursts of feelings (26% chose the response "shows his feelings").

(9) The majority of students (91%) think people have fantasies like David does (57% think many people do, 38% think some people do).

(10) The majority of students (57%) responded that, in the end, the program doesn't show what happens between David and Miranda. (28% responded that, in the end, David asks Miranda to take him back and help him understand his feelings. 12% responded that David tells Miranda he's sorry but that he still loves Susan Robey.)

(11) The majority of students (80%) responded correctly that the most important thing the program wanted them to learn was: It is important to accept strong feelings and be able to express them if you want to, or control them if you don't.

(12) The majority of students (95%) responded that the issues presented in the program were important (60% responded "very important" and 35% responded "sort of important").

I. SEX [Males, n=113, Females, n=91]

The only significant difference in boys' and girls' response to the program was on the question: "In the end, what happens between David and Miranda?"

- Although the majority of both boys and girls (58%) responded "the program doesn't show what happens, they differed in their other responses: Whereas 34% of the boys responded, "David asks Miranda to take him back and help him understand his feelings," only 20% of the girls chose this answer. The other 20% of the girls responded: "David tells Miranda he's sorry but that he still loves Susan Robey."

(Chi Square = 11.97, dif. = 4, $p < .02$)

II. GRADE [10th grade, n=67 (32%); 11th grade, n=62 (30%); 12th grade, n=79 (38%)]

(1) Although not significant ($p = .08$) it is interesting to note that the 10th graders found David to be more believable than the 11th or 12th graders (73% vs. 54% and 58%).

(2) A significant difference among 10th, 11th, and 12th graders occurred for the question, "In the end, what happens between David and Miranda?" Whereas 71% of the 11th graders responded, "The program doesn't show what happens," only 46% of the 10th graders and 57% of the 12th graders responded with this answer.

[More of the 10th and 12th graders than 11th graders responded "David asks Miranda to take him back and help him understand his feelings" (32% and 28% vs. 24%) and "David tells Miranda he's sorry but that he still loves Susan Robey (21% and 10% vs. 5%).]

III. SITE [Illinois n = 47; Maryland n = 101; Tennessee n = 57)

- There were no significant differences among the three sites.

IV. QUESTIONNAIRES PRE DISCUSSION (n=99)
QUESTIONNAIRES POST DISCUSSION (n=109)

- The only significant difference between responding to the questionnaire after discussion is the students' perception of Susan Robey: Whereas before the discussion 91% thought she was believable, this dropped to 78% if students responded after the discussion. Apparently, the discussion resulted in Susan Robey becoming less believable

$(\chi^2 = 5.8,\ 10 \text{ dif.}, p \leq .01)$.

Student Questionnaire

(1) Program #2: ACCEPTING FEELINGS: "Behind the Scenes"

(2-3) Grade Level (circle): 10 11 12

(4) Male ___ Female ___

(5-6) Teacher's Name _____

(7) School _____ City _____

1. How much did you like the program?

___ liked it very much
___ liked it
(8) ___ disliked it
___ disliked it very much

2. Did you think the teenagers in this story were like you and/or your friends?

___ yes, very much
___ yes, sort of
(9) ___ no, not a lot
___ no, not at all

3. What happened to David in this program is similar to what happens to ... (check as many as apply)

(10) ___ me
(11) ___ my friends
(12) ___ people in my family
(13) ___ people I've heard about
(14) ___ people only in stories
(15) ___ nobody

4. How willing would you be to talk about this program in a class discussion?

___ very willing
___ willing
(16) ___ unwilling
___ very unwilling

- please turn page -

5. Please circle the word(s) in each pair that best describes David during most of the program. (You should have five circles.)

(17)	David is: insecure	OR	confident
(18)	not likable	OR	likable
(19)	unbelievable	OR	believable
(20)	confused about his feelings	OR	understands his feelings
(21)	shy	OR	outgoing

Please circle the word(s) in each pair that best describes Miranda during most of the program. (You should have four circles.)

Miranda is:

(22)	insecure	OR	confident
(23)	not likable	OR	likable
(24)	unbelievable	OR	believable
(25)	not understanding	OR	understanding

Please circle the word(s) in each pair that best describes Susan Robey during most of the program. (You should have five circles.)

Susan Robey is:
(drama coach)

(26)	insecure	OR	confident
(27)	not likable	OR	likable
(28)	unbelievable	OR	believable
(29)	not understanding	OR	understanding
(30)	insincere	OR	sincere

- next page -

6. Check the items which describe David's physical reactions to his situation. (Check as many as apply.)

(31) ___ can't concentrate
(32) ___ bites nails
(33) ___ can't sleep
(34) ___ has headaches
(35) ___ overeats

7. During most of the program what does David do with his feelings? (Check only one.)

___ hides his feelings
___ shows his feelings
(36) ___ has impulsive outbursts of feelings
___ talks about his feelings

8. At the end of the program what does David do with his feelings? (Check only one.)

___ hides his feelings
___ shows his feelings
(37) ___ has impulsive outbursts of feelings
___ talks about his feelings

9. Do people have fantasies like David had? (Check only one.)

___ many people do
(38) ___ some people do
___ not many people do
___ nobody does

10. In the end, what happens between David and Miranda? (Check only one.)

___ Miranda leaves David and tells him to learn about his own feelings.
(39) ___ David asks Miranda to take him back and help him understand his feelings.
___ Miranda leaves David and tells him she doesn't want to date someone who falls in love with older women.
___ David tells Miranda he's sorry but that he still loves Susan Robey.
___ The program doesn't show what happens.

- please turn page -

11. The most important thing this program wanted me to learn is... (Check only one.)

___ A high school student shouldn't fall in love with someone older, especially someone like a drama coach.

(40) ___ It's better to ignore your feelings so you won't get hurt.

___ Expressing one's feelings has bad consequences.

___ It is important to accept strong feelings and be able to express them if you want to, or control them if you don't.

___ A girlfriend should be supportive of her boyfriend even if it means she might get hurt.

12. Are the issues presented in this program important? (Check only one.)

___ yes, very important
___ yes, sort of important
(41) ___ no, not too important
___ no, not at all important

Thank You

APPENDIX C

DEVELOPING SELF-CONCEPT: "Who Am I?"

Teacher Questionnaire Data
Student Questionnaire Data
Student Questionnaire

DEVELOPING SELF-CONCEPT: "Who Am I?"

Teacher Questionnaire

(1) Overall, seven (7) teachers responded to the teacher questionnaire on the Self-Concept program. Of these, 5 (71%) taught 10th grade classes, 1 (14%) taught 11th grade classes, and 1 (14%) taught 12th grade classes.

(2) The teachers rated the degree to which the following objectives were evident in the program: (one teacher didn't respond)

(A) There are a number of ways to understand yourself better: spend time thinking about yourself, talk to others, observe the way others react to you.

2 teachers rated this as very evident
1 teachers rated this as evident, but not emphasized
3 teachers rated this as only slightly evident.

(B) Having a more clearly defined self-concept will help you make life choices

3 teachers rated this as very evident
1 teachers rated this as only slightly evident
2 teachers rated this as not evident at all.

(3) The teachers then rated the appropriateness of the following topics for discussion. (Some teachers didn't respond to certain items.)

(A) How Tyrone tried to understand himself better

2 teachers rated this very appropriate
1 teachers rated this somewhat appropriate
2 teachers rated this only slightly appropriate.

(B) Knowing who you are

3 teachers rated this very appropriate
4 teachers rated this somewhat appropriate.

(C) Why you think about yourself the way you do and what is most important in shaping the way you think about yourself

5 teachers rated this very appropriate
2 teachers rated this somewhat appropriate.

(D) The importance of having an accurate picture of yourself

4 teachers rated this as very appropriate
2 teachers rated this as somewhat appropriate.

(4) All teachers (100%) either liked the program or liked it very much.

(5) All teachers (100%) thought the program was appealing to students.

(6) Most teachers (72%) thought the storyline was relevant or very relevant to the students.

(7) All teachers (100%) thought the issues were relevant or very relevant to the students.

(8) All teachers (100%) thought the students understood the meaning of the program.

(9) All teachers (100%) thought the students were willing to participate in the discussion.

(10) All teachers (100%) thought the issues presented in the program are generally easy to discuss.

(11) All teachers (100%) thought the program itself made it easier to discuss the issues.

(12) The teachers were asked how often the students have dealt with the topics of this program as part of the educational program of the school. 40% responded often. 60% responded occasionally.

GRADE

When comparing teacher questionnaire by grade level, no significant differences were found.

SITE

When comparing teacher questionnaires by site, no significant differences were found.

DEVELOPING SELF-CONCEPT: "Who Am I?"

Student Questionnaire

OVERALL ANALYSIS (N=183)

(1) The majority of students (96%) responded that they either liked the program or liked it very much (69% liked it, 27% liked it very much).

(2) The majority of students (60%) responded that the teenagers in the story were sort of like them and/or their friends. Additionally, 11% thought the teenagers were very much like them and/or their friends.

(3) What happened to Tyrone in this program is similar to what happens to people the students heard about (61%) or their friends (36%). 26% of the students said it is similar to what happens to them.

(4) The majority of students (85%) responded that they would be willing to talk about the program in a class discussion. (36% responded very willing; 46% responded willing.)

(5) The majority of students found Tyrone to be insecure (66%), likable (73%), believable (65%), confused about himself (82%), and likes himself (62%).

(6) The majority of students (86%) recalled that Mr. Nelson fired Tyrone because he realized Tyrone needed more sleep so he could do well in school and practice to be a musician.

(7) The majority of students (96%) responded correctly that playing his saxophone was important to the way Tyrone felt about himself. Additionally, 54% responded correctly that his sunglasses were important and 30% responded correctly that the pictures on the dresser were important.

(8) The majority of students (96%) correctly responded that lack of sleep was one reason Tyrone was having problems at work, school, and home.

(9) The majority of students (97%) correctly responded that Donnie was Tyrone's brother who died in an accident.

(10) The majority of students (93%) correctly responded that at the end Tyrone's father realizes that Tyrone doesn't like being compared to Donnie and Tyrone needs to lead his own life.

(11) The two most important things that a majority of students learned from this program are:

1) Understanding yourself can help you make choices in life (70%).

2) There are a number of ways to understand yourself better: spend time thinking about yourself, talk to others, and observe the way others react to you (60%).

43% of the students responded that they learned: It's important to stay in school, study hard, and get good grades.

(12) The majority of students (88%) responded that the issues presented were important (45% responded very important, 43% responded sort of important).

I. SEX (Male = 83; Female = 100)

- Only one significant difference was found when comparing student responses by sex. This difference was in the students' perceptions of Tyrone.
- Only 22% of males thought Tyrone disliked himself. Almost twice as many females (41%) thought Tyrone disliked himself.
- Although an interesting finding, this one difference by sex probably has no implications for program changes. It seems safe to say that the sex of the student had very little effect on the students' perceptions of this program.

II. GRADE (10th = 87; 11th = 74; 12th = 21)

- Two significant differences were found when comparing student questionnaires according to grade level (10, 11, or 12). The differences which were found both had to do with the students' perceptions of Tyrone.

1) Only 19% of 10th graders found Tyrone unbelievable. Whereas 36% of 11th graders and 47% of 12th graders thought Tyrone was unbelievable Thus, the higher the grade level, the more the students thought Tyrone was unbelievable.

2) Only 25% of 10th graders thought Tyrone disliked himself. 36% of 11th graders and 56% of 12th graders thought Tyrone disliked himself. Thus, the higher the grade level, the more the students thought Tyrone disliked himself.

- Other than these two differences in perceptions of Tyrone, no other significant differences were found when comparing student responses by grade level.

III. SITE (Illinois = 77; Maryland = 73; Tennessee = 33)

- Three significant differences were found when comparing student responses by site (Illinois, Maryland, or Tennessee).

1) In response to the question, "Do you think the teenagers in this story were like you and/or your friends?" some interesting differences were found. 8% of the students in Maryland and 12% of the students in Tennessee responded no, not a lot, but a larger percent from Illinois (29%) responded not a lot.

2) There were some differences in the way students perceived Tyrone according to site. 24% of the Illinois students and 27% from Maryland thought he was unbelievable, but a larger percent (48%) of the students from Tennessee thought he was unbelievable.

3) 48% of the students from Illinois and 31% from Tennessee thought Tyrone disliked himself, but only 16% from Maryland thought he disliked himself.

IV. PRE AND POST DISCUSSION (Pre = 71; Post = 112)

- Some (n=71) of the student questionnaires were distributed before any discussion (pre). The remainder (n=112) were distributed after a class discussion (post). There was only one significant difference in student responses when one compares pre and post discussion data.

- The only difference was found on the students' perception of Tyrone as believable. 77% of the post discussion respondents found Tyrone to be believable. 57% of the pre discussion respondents found Tyrone believable. Apparently, the discussion resulted in Tyrone becoming more believable.

Student Questionnaire

(1) Program #3: SELF-CONCEPT: "Who Am I?"

(2-3) Grade Level (circle) 10 11 12

(4) Male ___ Female ___

(5-6) Teacher's Name _____

(7) School _____ City _____

1. How much did you like the program?

(8)
___ liked it very much
___ liked it
___ disliked it
___ disliked it very much

2. Did you think the teenagers in this story were like you and/or your friends?

(9)
___ yes, very much
___ yes, sort of
___ no, not a lot
___ no, not at all

3. What happened to Tyrone in this program is similar to what happens to... (check as many as apply)

(10) ___ me
(11) ___ my friends
(12) ___ people in my family
(13) ___ people I have heard about
(14) ___ people only in stories
(15) ___ nobody

4. How willing would you be to talk about this program in a class discussion?

(16)
___ very willing
___ somewhat willing
___ somewhat unwilling
___ very unwilling

- please turn page -

5. Please circle the word(s) in each pair that best describes Tyrone during most of the program. (You should have five circles.)

Tyrone is:

(17)	insecure	OR	confident
(18)	not likable	OR	likable
(19)	unbelievable	OR	believable
(20)	confused about himself	OR	understands himself
(21)	dislikes himself	OR	likes himself

6. Why did Nelson, the club owner, fire Tyrone? (check only one)

___ Tyrone was playing his saxophone when he should have been sweeping the floor of the club.

___ Tyrone forgot to lock the double latch on the back door.

(22)

___ Nelson wanted to hire Tyrone to play in the night club.

___ Nelson realized Tyrone needed more sleep so he could do well in school and practice to be a musician.

7. What things are important to the way Tyrone feels about himself?

(23) ___ the pictures on the dresser
(24) ___ washing dishes
(25) ___ playing his saxophone
(26) ___ having a girlfriend
(27) ___ food
(28) ___ his sunglasses
(29) ___ his clothes

8. One reason Tyrone was having problems at work, school, and home was... (check only one)

___ poor eyesight
___ lack of sleep
(30) ___ didn't eat very well
___ lack of exercise

- next page -

9. Tyrone is always being compared to Donnie. Who was Donnie?

___ a close family friend
___ his brother, who's away at college
(31) ___ his cousin, who used to live with him
___ his brother, who died in an accident

10. At the end, when Tyrone returns home to his parents, what happens? (check only one)

___ Tyrone's father gets mad and takes away Tyrone's saxophone until Tyrone is able to behave himself.
(32) ___ Tyrone's father explains he put Donnie's things away because Tyrone wasn't responsible enough to take care of them.
___ Tyrone's father realizes that Tyrone doesn't like being compared to Donnie and that Tyrone needs to lead his own life.
___ Tyrone's father hugs Tyrone because he is happy Tyrone quit his job.

11. The two most important things this program wanted me to learn are... (check only two)

(33) ___ Being a musician requires a lot of training, hard work, and an ear for music.
(34) ___ Understanding yourself can help you make choices in life.
(35) ___ It's important to stay in school, study hard, and get good grades.
(36) ___ There are a number of ways to understand yourself better: spend time thinking about yourself, talk to others, and observe the way others react to you.
(37) ___ Daydreaming about different careers is one way to help you make a career choice.

12. Are the issues presented in this program important to you? (check one)

___ yes, very important
___ yes, sort of important
(38) ___ no, not too important
___ no, not at all important

Thank You

AIT Publications—1981

This list includes research reports from AIT and its predecessor organizations, NITL, NCSCT, and NIT. Most of these reports have been distributed widely and may be obtained either from AIT (cost, if any, is indicated) or through the ERIC system. For a complete bibliography of AIT research publications write to: Research Department, AIT, Box A, Bloomington, Indiana 47402.

Section I—AIT Research Reports

"Images & Things" Evaluation Report to Consortium Members. NITC, September 1971. $2.

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